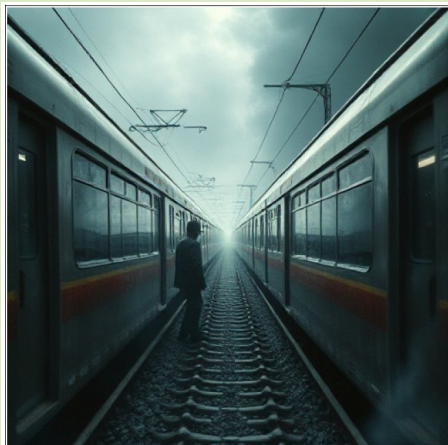


Terrific Machines



There are fifteen grammatical mistakes in the following text, generated by Chat GPT as a follow-up to Brian Evenson's short story "Legion." Highlight and correct them.

Chat GPT. Follow-up to the incipit of Brian Evenson's « Legion ».

The man, upon waking, found himself stunning by the emptiness around him. The silence is unbearable, as a thick fog, and he wondered if something crucial was lost in the moments between his consciousness and the stillness he now found himself in. For all he knew, he was stepped outside of time itself.

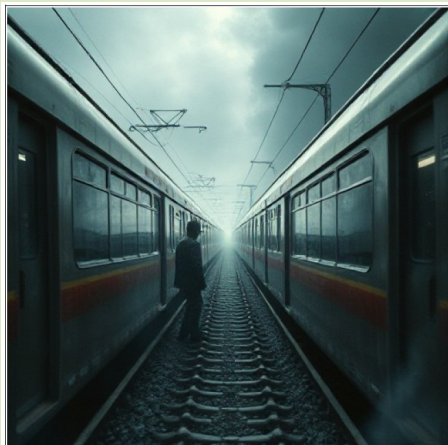
As he lie there, gathering her wits, he realized that what had saving him wasn't simply the precision physical of his fall, but something more: a certain kind of absence, a void he had not expected to encounter. He thought of the trains, their looming presence now gone, and it became clear—he hadn't been between two trains; he'd been between two selves.

And that realization sent an chill through him. He could still feels them, both train, moving in opposite directions within him. His body had survive, yes, but his mind was left wandering, teetering on the edge of something most dangerous than mere life or death.

For the first time, he understood: he wasn't alone in his skin, never had been. There was countless others inside him, shifting, waiting, interwoven like the rails of the track.

He stood, shaken, and looked down the empty tracks. The journey was no longer just forward or backward—it was everywhere at once.

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Terrific Machines

Types d'erreurs:

Participe passé vs. participe présent
Cohérence des temps (texte au passé)
As vs. Like
Concordance des temps (antériorité)
Voix passive vs. Plus-que-parfait
Conjugaison et verbes irréguliers
Déterminant possessif
Plus-que-parfait
Placement de l'adjectif
Déterminant indéfini
Construction avec modal
Pluriel des noms
Plus-que-parfait et participe passé
Comparatif et superlatif
Accord de l'expression "there + be"

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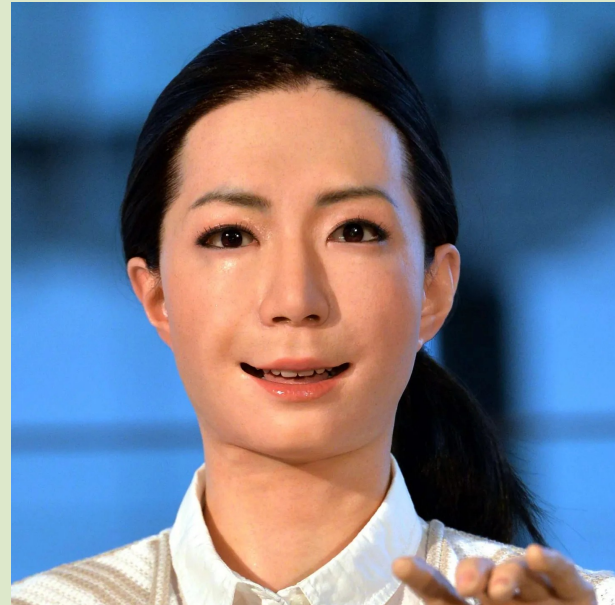
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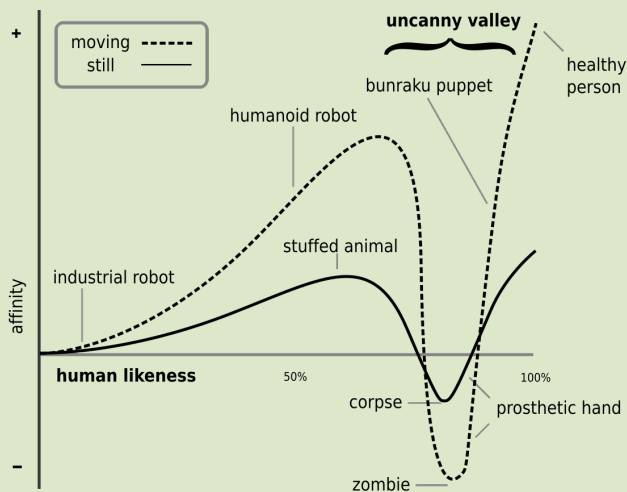
Terrific Machines



The Uncanny Valley Effect



Terrific Machines

The Uncanny Valley Effect



sens de variation \Leftrightarrow direction of variation	
$x \nearrow x \searrow$	augmenter/[s'ac]croître, faire croître \Leftrightarrow to increase (\neq to grow) décroître, faire décroître \Leftrightarrow to decrease croissance/augmentation \Leftrightarrow increase décroissance/diminution \Leftrightarrow decrease strictement [dé]croissant \Leftrightarrow strictly [increasing, decreasing]
\nearrow	agrandir, diminuer, réduire, abaisser \Leftrightarrow to enhance, to diminish/lessen, to reduce, to lower
	variation monotone \Leftrightarrow monotonic (\neq monotonous) variation passer par un [maximum, minimum] \Leftrightarrow to go through a [maximum, minimum]
taux/vitesse de variation \Leftrightarrow rate of variation	
	lent, progressif, rapide \Leftrightarrow slow, progressive, rapid pente [faible, douce, forte, raide] \Leftrightarrow [smooth, gentle, strong, steep] slope changement radical de [valeur, ...] \Leftrightarrow sharp/dramatic change in [value, ...] montée soudaine \Leftrightarrow surge

From distance to interrelations

“AI therapists: would you trust them with your mental health”
(01:21-04:26)



Perks:

- Availability
 - Accessibility
 - Personalisation
- Ex. When chatbot involved:
+29% amongst ethnic minorities
+179% amongst non-binary people

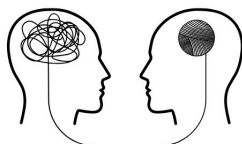
Downsides:

- An AI makes mistakes which could be life-threatening
- Apps find ways to evade regulations linked to mental health services (label themselves as “mental wellbeing”)
- Apps are not protecting users’ privacy
- Unlike a human therapist, an AI cannot pick up subtle nuances in the patient’s speech

From distance to interrelations

“AI therapists: would you trust them with your mental health”

**BUILD A
AI THERAPIST**



IN 30 SECONDS



Les auxiliaires de modalité et leurs valeurs :
Résumé adapté de *Linguistique anglaise : Initiation à une grammaire de l'énonciation* (Bouscaren)

CAN	Capacité ou propriété du sujet. Ex. Can you speak English ? Permission. Ex. Can I park here ? Possibilité. Ex. John can't have seen her in London, he wasn't there.
COULD	Propriété/capacité (au passé) Permission Valeur de possible, mais atténuée par rapport à CAN. Ex. He couldn't have done that on February 1st, because he wasn't there. Dans cet exemple, ce n'est pas COULD qui renvoie au passé réel, mais l'infinif perfect (have done). Le COULD marque simplement une atténuation de la valeur de possible.
MAY	Valeur de l'équipossible (capacité/propriété). Ex. Only animal creatures may have ability. Permission. Ex. You may take a seat. Expression du but. Ex. He goes to England regularly, so that he may speak English more fluently. L'éventuel (autant de chances pour que l'événement se réalise ou non). Ex. He may arrive late. Concession. Ex. He may be very clever but still I don't think he is right.
MIGHT	Valeur de possible. Ex. If he knew about it, he might help you. Suggestion et reproche. Ex. You might see her first. / You might have told me. Permission (souvent dans le discours indirect). Ex. I asked him if I might smoke. Expression du but. Ex. Maureen was encouraging her to go on so that she might make herself a nuisance to everyone. Equipossibilité, que la forme passée rend plus hypothétique. Ex. He might change his mind.
MUST	Valeur de déontique (obligation) et d'interdiction (à la forme négative). Ex. You must stop that noise. / You mustn't blame yourself. Chances d'occurrence de l'événement évaluées à 90 %. Ex. He must be wondering where you are.
SHALL	Valeur de visée ou de futur (l'énonciateur prédit que l'événement se produira dans l'avenir). Valeur de contrainte ou d'engagement du sujet. Ex. You shall marry him (Tu l'épouseras, parce que je dis que tu l'épouseras)
SHOULD	Valeur de prédiction (atténuée par la forme passée). Ex. He should be there by now. Conseil. Ex. You shouldn't drive so fast. Regret ou reproche. Ex. I should have done it. / You should have done it.
WILL	Valeur de prédiction (souvent considérée comme un futur). Ex. I will be twenty-five next year. Volonté, bonne volonté, propriété (être enclin à) ou caractéristique. Ex. Will you do it for me, please ? / Boys will be boys. / He will talk nonsense. / He won't answer. (proche d'un refus)
WOULD	Visée hypothétique. Ex. He would buy this house if he had the money. Valeur de volonté. Ex. He would buy this house if he had the money. Forme de politesse avec le « tentative use ». Ex. Would you pass me the salt, please. Forme fréquentative (prédiction basée une caractéristique du sujet > plus ou moins habitude dans le passé). Ex. Later that winter, my mother began to accompany my father. They would go out two or three times a week.

From distance to interrelations

“AI therapists: would you trust them with your mental health”

**BUILD A
AI THERAPIST**



IN 30 SECONDS



Well it's a Monday so I'm actually feeling a little bit low.



Les auxiliaires de modalité et leurs valeurs :
Résumé adapté de *Linguistique anglaise : Initiation à une grammaire de l'énonciation* (Boussacron)

CAN	Capacité ou propriété du sujet. Ex. Can you speak English? Permission. Ex. Can I park here?
POSSIBLÉ	Ex. John can't have seen her in London, he won't there.
COULD	Propriété/capacité (au passé) Permission
	Valeur de possible, mais atténuée par rapport à CAN. Ex. He could have done that on February 1st, because he wasn't there. Dans cet exemple, ce n'est pas COULD qui renvoie au passé réel, mais l'infinitif perfect (have done). Le COULD marque simplement une atténuation de la valeur de possible.
MAY	Valeur de l'équipossible (capacité/propriété). Ex. Only animal creatures may have ability. Permission. Ex. You may take a seat. Expression du but. Ex. He goes to England regularly, so that he may speak English more fluently. L'événement futur de chance ou pour que l'événement se réalise au passé. Ex. He may arrive late. Concession. Ex. He may be very slow but still I don't think he is right.
MIGHT	Valeur de possible. Ex. If he knew about it, he might help you. Suggestion et reproche. Ex. You might see her first. / You might have told me. Permission (sortir dans le discours indirect). Ex. I asked him if I might smoke. Expression du but. Ex. Museum was encouraging her to go on so that she might make herself a mistake to everyone. Equipossibilité, que la forme passive rend plus hypothétique. Ex. He might change his mind.
MUST	Valeur de déontique (obligation) et d'inférence (à la forme négative). Ex. You must stop that noise. / You mustn't blame yourself. Chances d'occurrence de l'événement évaluées à 90 %. Ex. He must be wondering where you are.
SHALL	Valeur de promesse ou de futur (l'énonciateur protège que l'événement se produira dans l'avenir). Valeur de contrainte ou d'engagement du sujet. Ex. You shall marry him (à l'épouseur, parce que je dis que tu l'épouseras)
SHOULD	Valeur de prédiction (attitude par la forme passée). Ex. He should be there by now. Conseil. Ex. You shouldn't drive so fast. Regret ou reproche. Ex. I should have done it. / You should have done it.
WILL	Valeur de prédiction (souvent considérée comme un futur). Ex. I will be twenty-five next year. Valeur de promesse, propriété (être certain à un caractère déontique). Ex. Will you do it for me, please? / Boys will be boys. / He will talk nonsense. / He won't answer (peu sûr au futur)
WOULD	Valeur hypothétique. Ex. He would buy this house if he had the money. Valeur de vœux. Ex. He would buy this house if he had the money. Forme de politesse avec le « tentative use ». Ex. Would you pass me the salt, please. Forme fréquentative (prédiction basée sur une caractéristique du sujet) « plus ou moins habituelle dans le passé ». Ex. Later that winter, my mother began to accompany my father. They would go out two or three times a week.

From distance to interrelations

“AI therapists: would you trust them with your mental health”

**BUILD A
AI THERAPIST**



IN 30 SECONDS



Yeah. I've just been, you know, I'm just thinking about the work week up ahead and I'm someone who needs to plan otherwise I easily feel overwhelmed by to do lists – I mean do you have any recommendations for me?



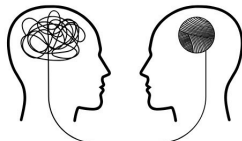
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COULD	Propriété/capacité (au passé) Permission Valeur de possible, mais atténuée par rapport à CAN. Ex. He could have done that on February 1st, because he wasn't there. Dans cet exemple, ce n'est pas COULD qui renvoie au passé réel, mais l'infinitif perfect (have done). Le COULD marque simplement une atténuation de la valeur de possible.
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MIGHT	Valeur de possible. Ex. If he knew about it, he might help you. Suggestion et reproche. Ex. You might see her first. / You might have told me. Permission (sortir dans le discours indirect). Ex. I asked him if I might smoke. Expression du but. Ex. Missions was encouraging her to go on so that she might make herself a mistake to everyone. Equipossibilité, que la forme puisse rendre plus hypothétique. Ex. He might change his mind.
MUST	Valeur de déontique (obligation) et d'interdiction (à la forme négative). Ex. You must stop that noise. / You mustn't blame yourself. Chances d'occurrence de l'événement évaluées à 90 %. Ex. He must be wondering where you are.
SHALL	Valeur de vire on de futur (l'énonciateur prédit que l'événement se produira dans l'avenir). Valeur de contrainte ou d'engagement du sujet. Ex. You shall marry him (l'épouse, parce que je dis que tu l'épouseras)
SHOULD	Valeur de prédiction (atténuée par la forme passée). Ex. He should be there by now. Conseil. Ex. You shouldn't drive so fast. Regret ou reproche. Ex. I should have done it. / You should have done it.
WILL	Valeur de prédiction (souvent considérée comme un futur). Ex. I will be twenty-five next year. Valeur de vire on, promesse (être certain à un certain degré). Ex. Will you do it for me, please? / Boys will be boys. / He will talk nonsense. / He won't answer (peu sûr d'un refus)
WOULD	Vire on hypothétique. Ex. He would buy this house if he had the money. Valeur de vire on. Ex. He would buy this house if he had the money. Forme de politesse avec le <i>tentative use</i> . Ex. Would you pass me the salt, please. Forme fréquentative (prédiction basée sur une caractéristique du sujet + plus ou moins habituelle dans le passé). Ex. Later that winter, my mother began to accompany my father. They would go out two or three times a week.

From distance to interrelations

“AI therapists: would you trust them with your mental health”

**BUILD A
AI THERAPIST**



IN 30 SECONDS



That sounds good but I could really do with cheering up.
Can you tell me a joke?

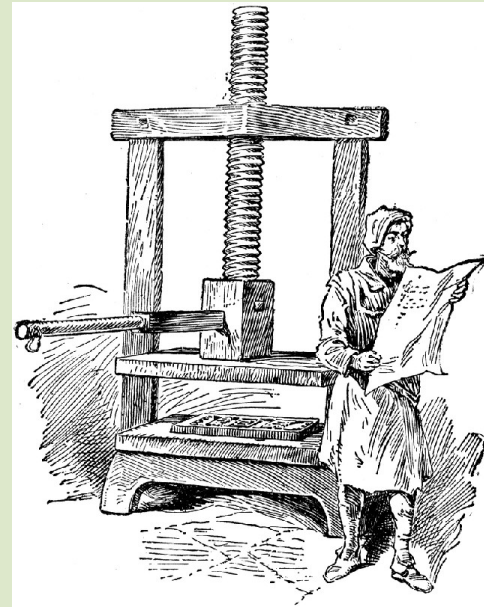


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SHOULD	Valeur de prédiction (attitude par la forme passée). Ex. He should be there by now. Conseil. Ex. You shouldn't drive so fast. Regret ou reproche. Ex. I should have done it. / You should have done it.
WILL	Valeur de prédiction (souvent considérée comme un futur). Ex. I will be twenty-five next year. Valeur: bonne volonté, propension (être curieux à un cas particulier). Ex. Will you do it for me, please? / Boys will be boys. / He will talk nonsense. / He won't answer (peu sûr d'un refus).
WOULD	Vœu hypothétique. Ex. He would buy this house if he had the money. Valeur de vœu. Ex. He would buy this house if he had the money. Forme de politesse avec le « tentative use ». Ex. Would you pass me the salt, please. Forme fréquentative (prédiction basée sur une caractéristique du sujet « plus ou moins habituelle dans le passé). Ex. Later that winter, my mother began to accompany my father. They would go out two or three times a week.

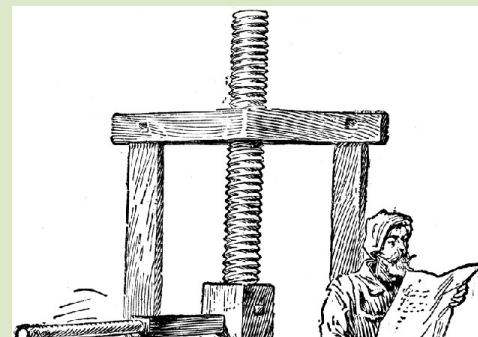
From distance to interrelations

Do not machines create humans as much as humans create machines?



From distance to interrelations

Do not machines create humans as much as humans create machines?



THE MEDIUM IS
THE MESSAGE



From distance to interrelations

Do not machines create humans as much as humans create machines?

Carefully study the following documents – a visual element, primary quotations, and an analysis by an expert – so you may account for the extent to which trains had a dramatic impact on humans, altering their lives, their social structures, their consciousness, their thinking processes.

You will have to sum up your ideas and explain your findings to the rest of the class.

You may work in groups to organize your synthesis.

Work through the documents in the particular order you are given them, as they are becoming more and more explicit. Analyse each of them chronologically and only then move on to the next to see how right you were.

Do not machines create humans as much as humans create machines?

First subject: **Trains**

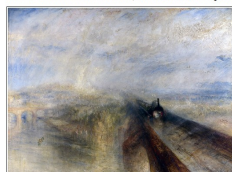
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Document A: William Turner, *Rain, Steam and Speed (The Great Western Railway)*, 1844



Notes and analysis:

Do not machines create humans as much as humans create machines?

Second subject: **Print**

Carefully study the following documents – a visual element, a primary quotation, and an analysis by an expert – so you may account for the extent to which print had a dramatic impact on humans, altering their lives, their social structures, their consciousness, their thinking processes.

You will have to sum up your ideas and explain your findings to the rest of the class.

You may work in groups to organize your synthesis.

Work through the documents in the particular order you are given them, as they are becoming more and more explicit. Analyse each of them chronologically and only then move on to the next to see how right you were.

Document 4: Cover for Marshall McLuhan's *The Gutenberg Galaxy*, 1962



Notes and analysis:

From distance to interrelations

Document A: William Turner, *Rain, Steam and Speed* (The Great Western Railway), 1844



Notes and analysis:

Document C: Analysis by an expert

When railways were introduced in England, they not only changed the face of the country, but also the ways it was perceived. A great number of contemporaries disliked the new perception of the landscapes offered by the experience of railway journeys, which seemed indeed to shatter the principles of this vision as they were established by picturesque and romantic theories and practices. Railways were thus blamed for offering fragmented, monotonous, whirling landscapes, and for creating a gap between the observer and the object of its admiration. Hence the criticism made by the fiercest opponents of railway travel, who denounced its destruction of a real knowledge of the country by its inhabitants, thus damaging a particular definition of English national identity.

Charles-François Mathis, Abstract of « Chemins de fer et vision des paysages anglais », 2005

Document B: Quotations

« [...] [A]s we emerged in a few moments from a dark tunnel, whirling out of the town, big drops of rain came slanting in upon us. [...] The road ran through a deep cutting, with only occasionally such depressions of its green-sodded bank, that we could, through the dusty glass, get glimpses of the country. In successive gleams: A market garden, with rows of early cabbages, and lettuce, and peas; Over a hedge, a nice new stone villa, with the gardener shoving up the sashes of the conservatory, and the maids tearing clothes from the drying-lines; A bridge, with children shouting and waving hats; A field of wheat, in drills as precisely straight, and in earth as clean and finely-tilled, as if it were a garden-plant; A bit of broad pasture, with colts and cows turning tail to the squall; long hills in the back, with some trees and a steeple rising beyond them; Another few minutes of green bank; A jerk - a stop.»

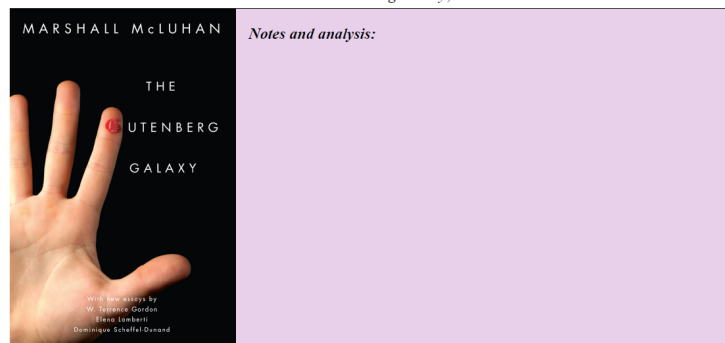
Frederick Law Olmsted, *Walks and Talks of an American Farmer in England*, 1852

« No one would travel in that manner who could help it [...]. The railroad is in all its relations a matter of earnest business, to be got through as soon as possible. It transmutes a man from a traveller into a living parcel. For the time he has parted with the nobler characteristics of his humanity for the sake of a planetary power of locomotion. Do not ask him to admire anything. »

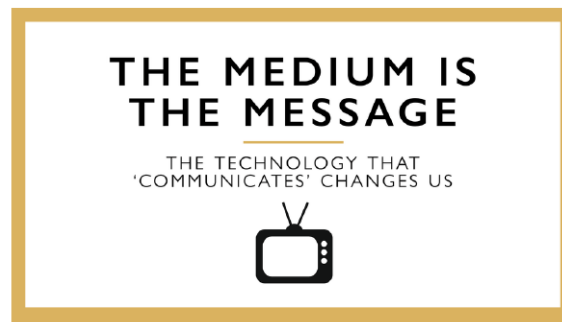
John Ruskin, *The Seven Lamps of Architecture*, 1849

From distance to interrelations

Document A: Cover for Marshall McLuhan's *The Gutenberg Galaxy*, 1962



Document B: Quotation by Marshall McLuhan



Document C: "'The Gutenberg Galaxy': How McLuhan Opened a New Path in the Digital Age to the Socratic Ideal of the Examined Life," article by Federico Pozzoni

Our lives are more and more determined by technologies, in particular by technologies that allow us to communicate with one another more cheaply, more rapidly, and across greater distances. In such circumstances posing the question about how to live in a technological world is unavoidable. If we are interested in finding an answer to the question posed above, Marshall McLuhan's *The Gutenberg Galaxy* is a book that has still much to say to us. So what does this book have to say fifty years after its publication to a global society that has undergone such radical changes? [...]

The Gutenberg Galaxy is a book about the effects of the introduction of a movable type press on practically any- and everything conceivable, from politics to economy, from science to art, from society as a whole to the individual's perception of time and space. McLuhan's book is based on a core argument: the human being's five senses are organized as a whole into a *sensorium*. The internal organization of the *sensorium* functions according to laws that prioritize one sense or group of senses over the others. [...] All this means that if you communicate only orally (i.e. if you live in a culture that has not discovered writing), your *sensorium* will be organized by laws that give priority to hearing and touch over that of sight. [...] In other words, the communication technology a given culture uses determines how individuals belonging to that culture perceive the world. The way in which the individual perceives the world in turn determines the whole cultural landscape in which the individual lives in terms of values, social organization, beliefs, practices, etc. [...]

What the Canadian thinker tries to accomplish is, in fact, to give an account of how Gutenberg's invention has molded Western culture in any and every aspect. [...] McLuhan is not the only one suggesting that technology tends to shape decisively both culture and society. Harold Innis in his *Empire and Communication* suggests that it is impossible to think of a human society organized as an empire without a communication technology that allows messages to be interchanged across long distances. Walter Ong in his *Orality and Literacy* describes the psychology of the oral man. He also depicts how the psychological structure of the oral man changes when writing is introduced.

[...] [A]ccording to McLuhan we have to reject something very deeply rooted in our comprehension of communication: the possibility of separating form and content. According to McLuhan, the "medium is the message." One possible way of understanding McLuhan's line—which I find the most convincing—is the following: a given communication technology, a medium in McLuhan's terminology, has effects on society as a whole. These effects are produced almost entirely by the introduction of a new communication technology, regardless of what is actually communicated through it. For instance, books change our way of perceiving space not because something is written in them such that we have to perceive space in a new way, but because reading in a sequential line changes the way we use our eyes. This change brings with itself a new understanding of space itself. From the point of view of the change brought by reading books in the understanding of space, *what* is written in a book, its content, is altogether indifferent. What matters is the fact that books are read. [...]

[C]ommunication technology cannot be used innocently. The more we use technology, the more we are somehow also used by it. As an example, we can think of how our smartphones have extended our work time. We bought a smartphone as a useful tool that should make our life easier (with a smartphone and Google Maps you won't get lost anymore), but we may find ourselves answering emails from our boss at odd hours (which leads to a reduction of the quality of time we spend with our families).

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